

ARTS & HUMANITIES
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
F17 ART 101 Understanding the Visual Arts 4
All assignments addressed core learning outcomes
F17 MNS 191 Music II 14
Class disa... strongly defended with good results
SP19 ART 232 Ceramics II 8
Each student is assigned a place to become the class "go to" person and becomes the source for experience of class workings.
F19 MNS 108 Music Cultures of the World 11
CLUBS and... Students present their findings on their own basis to the class... and determining what went right as well as what went wrong
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy 46

CAREER & TECHNICAL
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
F17 BA 224 Introduction to Human Resource 7
Students present formal and informal presentations throughout the term.
F17 CAS 100 Marketing with Social Media 12
I do online forums in my classroom and I am actively involved in weekly online discussions to support student effectiveness in creating reading and writing skills.
SP18 CAS 230 Design Principles 7
This class is about critical thinking with project based learning...
SP18 ECE 234 Introduction to children with Disabilities 3
I worked a great deal on teaching students how to properly cite their sources (in-text and reference lists) using APA.
F19 CAS 100 Introduction to Business 7
Student assignment includes student creating and e-portfolio they could use to apply and/or present to potential employers.
SP19 OS245 Office Systems and Procedures 3
In this course students must do all communication in writing (online course).
F19 CAS 100 Introduction to Business 7
Students create and write a professional resume and a cover letter for a working professional in an office setting.
SP19 OS245 Office Systems and Procedures 3
Students create and write a professional resume and a cover letter for a working professional in an office setting.
F19 CAS 100 Introduction to Business 7
Students create and write a professional resume and a cover letter for a working professional in an office setting.
F19 CAS 100 Introduction to Business 7
Students create and write a professional resume and a cover letter for a working professional in an office setting.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy 135

ENGLISH AS A SECOND LANGUAGE
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
SP19 ELL Level 1 5
Organization and presentation are discussed in class prior to students giving short talks.
SP19 ELL Level 2 6
For my students our focus is always on communication of the message.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy 11

MATH & COMPUTER SCIENCE
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
Su 17 MTH 95 Intermediate Algebra 14
I have students do journal entries. They need to put in writing how they approached a problem and how they solved the problem.
F17 MTH 111 College Algebra 13
I have more time in class discussing appropriate sources for a mathematics research paper and when to find them.
SP18 MTH 60 Beginning Algebra 14
I am having students write about their math experiences.
F18 MTH 98 Quantitative Math 14
Each student completed a project where they explained a mathematical formula or concept to the class.
F18 MTH 111 College Algebra 13
I have students write a report on a set of graphs.
W19 MTH 105 Math in Society 10
Students were tasked to pick an area of society that interested them and find the math in it.
F19 MTH 60 Beginning Algebra 14
This area that is difficult for students to communicate with each other about math.
W21 MTH 121 Fundamentals of Elementary Math 21
All students did a short presentation on the method they used to solve certain math problems.
W21 MTH 252 Calculus II 23
I won't claim to have given a heavy coverage, but I did remind students of the need to use their sources in the one writing assignment they had.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy 163

NURSING & HEALTH SCIENCES
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
Su 17 Nur 60 Nursing Strategy Strategies 21
Nursing Program Writing Standards were reviewed and updated to present during NUR 60 and students will carry that knowledge forward into the Nursing Program.
F18 NRS 110 Foundations of Nursing - Health 24
Sources and Evidence - Evidence based practice is a cornerstone of the nursing curriculum.
F18 NRS 232 Pathophysiological Processes I 24
Communication - Part 1 of their course project is a poster on an assigned disease process aimed at an audience of health professionals.
W19 NUR 210 Nursing IV: Psychiatric & Comp 23
Sources and Evidence - Evidence based practice is a cornerstone of the nursing curriculum.
W19 NRS 230 Clinical Pharmacology I 23
Communication - It will be noted that outcome 2 & 3 both speak to both aspects of communication listed: source and evidence and organization and presentation.
W19 NRS 232 Pathophysiological Processes II 23
Communication - Increased student self-confidence in a month and a half and increased about the term.
W20 NRS 232 Nursing in Acute Care II & End 28
Sources and Evidence - Evidence based practice is a cornerstone of the nursing curriculum.
W20 NRS 110 Foundations of Nursing - Health 24
Sources and Evidence - Evidence based practice is a cornerstone of the nursing curriculum.
W20 NRS 232 Pathophysiological Processes I 24
Communication - Increased student self-confidence in a month and a half and increased about the term.
W21 MTH 111 Medical Terminology 32
I suggested that students utilize spell and grammar check prior to submitting papers.
W21 NRS 110 Foundations of Nursing in Chronic Care (Pharmacology) 23
Sources and Evidence - Evidence based practice is a cornerstone of the nursing curriculum.
W21 NRS 230 Clinical Pharmacology I 23
Communication - Increased student self-confidence in a month and a half and increased about the term.
W21 NRS 232 Pathophysiological Processes II 23
Communication - Increased student self-confidence in a month and a half and increased about the term.
W21 NRS 110 Foundations of Nursing in Chronic Care (Pharmacology) 23
Sources and Evidence - Evidence based practice is a cornerstone of the nursing curriculum.
W21 NRS 230 Clinical Pharmacology I 23
Communication - Increased student self-confidence in a month and a half and increased about the term.
W21 NRS 232 Pathophysiological Processes II 23
Communication - Increased student self-confidence in a month and a half and increased about the term.
W21 NRS 110 Foundations of Nursing in Chronic Care (Pharmacology) 23
Sources and Evidence - Evidence based practice is a cornerstone of the nursing curriculum.
W21 NRS 230 Clinical Pharmacology I 23
Communication - Increased student self-confidence in a month and a half and increased about the term.
W21 NRS 232 Pathophysiological Processes II 23
Communication - Increased student self-confidence in a month and a half and increased about the term.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy 490

PRE-COLLEGE
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
F17 CG 229 Transfer to a Four-Year College 6
CLO#1: Source and evidence - one part of the final for the course to meet with a CCCC academic advisor to ensure that their assessments in the assignments mentioned above were correct and that they are indeed on the right path to prepare for transferring to their specific programs.
SP18 Synchronic Reading & Writing I & II (AC) 11
CLO#1 and CLO#2 were heavily focused on for paragraph and essay writing, research, positions on issues, backing with evidence in an organized manner, etc.
F18 CG 111 Study Skills for College Learning 13
Source and Evidence - Students were required to complete a forum post discussing the validity of a controversial claim using the CMAAP method.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy 30

SCIENCE
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
SP17 BI 233 Human Anatomy & Physiology 6
Changes were based on instructor's awareness of the outcome when planning aspects of the class.
F17 BI 232 Introduction to Human Anatomy 16
Presentations like work to inform for in-class collected data and observations, and small group whole class discussions about case studies.
F17 BI 232 Introduction to Human Anatomy 16
Changes were based on instructor's awareness of the outcome when planning aspects of the class.
F17 CH 121 General Chemistry I 16
Students are required to write a paper and present credible sources for the information cited in the paper.
W18 OS 109 Organic Chemistry I 16
CLO#1 - my students were required to bring presentations in class, however I have found many students need help with researching information.
F17 BI 211 Principles of Biology 15
Changes have included better, more precise current science in the news and discoveries, supported by classroom discussion.
F19 ESF 171 Environmental Science/Biology 21
Focus Project presentations are graded by students in addition to myself so that would be a good audience and I added a qualifier to to grading.
W20 OS184 Organic Chemistry I 17
This is a new course - so I need to look at most of these when building. I may make some tweaks here and there for the next time I offer this course online.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy 134

SOCIAL SCIENCE
Term Course Prefix & # Course Title Number Enrolled/Scheduled for
SP17 PSY 213 Introduction to Behavioral Neuro 7
Source and Evidence - The forum required students to evaluate and present academic information and research in their area. They gave oral and written presentations.
F17 SOC 209 Social Change in Societies 13
I have taken part in the CLOs and have used and or created assignments for these assessments. The course is set up foster communication already, and the research paper aids in helping an understanding of source and evidence. They most present their political beliefs as well.
W18 EC 201 Principles of Economics: Micro 30
Students are required to provide empirical evidence to support their work from media articles. Also to provide forecasts from economic shifts.
SP18 ATH 107 Introduction to Archæology & 27
I have required students to include source information on posted and submitted assignments with the notation that it best practices always include this information even if it is not required. I also have encouraged students to consider formatting an important part of their work because it reflects their skills in presentation and a good skill building for the future.
W18 PSY 215 Human Development 30
Students are required to state their position on many of the theories and themes of the course and substantiate their positions using evidence. They are also required to apply the various theories to real life developmental situations and analyze which theories are most applicable (and why).
F18 ATH 107 Introduction to Physical Anthro 28
Students are encouraged to present their work in a professional manner, properly citing and including source information. By asking students to operate at a "best practices" level they learn to format their research in a way that meets most college-level expectations.
W18 PSY 215 Human Development 30
I have created 4 assignments to help students scaffold the steps to writing a discuss research paper. 2 of the assignments are directly related to these two areas. Students are required to submit a list of their sources as one of the steps prior to submitting the final paper. They are also required to submit an outline.
F19 PSY 202A General Psychology 19
The mid-term and final were quantifiably structured in such a way that subjective opinion was balanced with researched content in dealing with subjects that are esthetic, cultural and artistic in nature.
W20 ATH 107 Intro to Cultural Anthropology 29
CLO#1 - Students are encouraged to research using appropriate materials and to document their work using source and evidence, and proper organization and presentation.

W20	EC 201	Principles of Economics: Micro	25	Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions. World events from the COVID-19 provided a real life "lab experience" in applying theory and expectations.
W20	PSY 214	Introduction to Personality	13	CLD #1: Open discussion, self-disclosure presentations, shared evaluations of readings and materials.
W21	PSY 201A	General Psychology	31	The course has an assignment specific to Source & Evidence, in that students submit a list of References for their final paper and I check to ensure the references meet the criteria. Students also submit an outline so that I can check organization for their paper. Both of these are then formally assessed using the CLO#1 rubric, which is shared and explained to the students.
W21	HEC 209	Contemporary Families in the U.S.	11	This course naturally covers many of the CLDs. When I designed it, I made sure that the assignments I created helped students achieve these, especially #1, 2, 4, & 5. Since I've taught it now twice and realize the opportunities for supporting students in achieving #3, I've been focusing more on that one. There are tons of graphs in the book. We discuss these and compare data from past and present to make predictions about the future, regarding the societal trends covered in the course. Students also have to review and summarize research articles that include quantitative data.
So 21	ATH 102	Introduction to Archaeology & Ethnography	29	CLD #1 - I have supported institutional efforts in this area by requiring students to include source information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information even if it is not required. By the end of the class, the majority of students habitually include sources and many actively click through links on peer posts to check out their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignment results. I also utilize rubrics on some assignments so that students can see how their work will be assessed and what value "organization and presentation" has on their potential scores.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			316	
WRITING, FOREIGN LANGUAGE & LITERATURE				
Term	Course Prefix & #	Course Title	Number Enrolled/Scheduled for	Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.
			24	I increased course requirements for linking and citing sources, created a course activity designed to help students determine veracity of online sources, and increased the number of assignments requiring students to identify the best organizational pattern to employ given different audiences and purposes. (Students seemed initially overwhelmed by the number of potential organizational patterns possible--most were aware of just the main four patterns of chronological, compare/contrast, cause/effect, and classification--but they responded well to learning another eight possible patterns and seemed to enjoy the freedom of making a deliberate decision regarding how to organize information as opposed to having the organizational structure predetermined.)
Sp 17	ENG 105	Film Studies: Film as Art	12	I gave them lists of films they could access from our library, which has bulked up the number of movies available to students. I also attended local film showings with some students and met after viewing to discuss their assessment of the film critically.
F17	ENG 260	Intro to Women Writers	27	This CLD is the cornerstone of my literature classes, so I did not make any changes to incorporate it.
F17	LIB 101	Library Research and Beyond	9	Our course is centered around the idea of realizing students' deficits in information and how they go about rectifying that. This has a great deal to do with organizing one's question; finding, evaluating, and retrieving information/evidence; and then reorganizing, presenting, and arguing for something.
F17	WR 121	English Composition	17	Instructor provides evidence throughout his Part B
F17	WR 122	English Composition	27	I have added an additional activity on MLA formatting and an additional link to an OER resource on creating citations.
W18	COMM 111	Public Speaking	7	With regard to "Source and Evidence," I give students strict instructions on what is required to support the information or arguments contained in their speeches. Three outside sources are required: each source must be credible, lending qualified expertise to the topic; no opinion blogs or biased media sources are allowed. With regard to "Organization and Presentation," I have added to the Moodle shell for this course a comprehensive guide to outlining their topic, as well as examples of a completed organizational outline and a visual representation of an effective speech (via video link).
Sp18	HD 90	Transformative Reading	7	To address CLD #1 I taught students how to cite quotations from a text using MLA style. Students had a short writing assignment due each week and often used quotes to support their ideas. To support "Organization and Presentation" I had students complete a PowerPoint about a short story they read. I created a PowerPoint template for them to fill in. I first completed a PowerPoint for a story we read together and then they completed one on their own.
Sp18	ENG 106	Introduction to Literature: Postcolonial	15	I required students to write several short essays organized around a thesis. They needed to present their ideas using MLA format, citing their primary sources.
F18	LIB 105	Library Research and Information Literacy	28	"Organization and Presentation" - The course was rearranged and updated from reflecting one WR particular course outline, to better align to how a topic is researched and a evidence found. The mini bibliographies build on one another and the final bibliography is an amalgamation of the work done on these.
F18	WR 121	English Composition	24	We spend a week on citation and source analysis.
F18	ENG 201	Shakespeare's Early Works	21	I require that student provide textual evidence to support their assertions in all writing they do for this course. Evidence is a criteria on the rubric I use. I also direct students to the OWL Purdue Writing website for information about organizing essays.
Sp19	ENG 254	American Literature from 1885 to Present	10	This course is solely based on all three CLO's, so it's hard for me to answer this question except by saying that every pedagogical choice I make in designing or delivering this course is based on one or more of these CLOs.
F19	COMM 140	Introduction to Intercultural Communication	21	"Sources and Evidence" and/or "Organization and Presentation" Students researched and cited sources in the country profile assignment, examining cultural, familial, social, religious, and culinary practices of people in various countries around the world. They also researched the cuisine of their chosen culture for the international buffet.
F19	HD 90	Transformative Reading	11	Students present their research "research roundtable" - they must explain their research and its implications in their own lives and the world.
W20	ENG 202	Shakespeare's Later Works	11	CLD #1 I include clear rubric that assess students ability to communicate effectively in the future. I hope to adopt the college's communication rubric to assess the assignments in this class.
W20	WR 227	Technical and Professional Writing	18	CLD #1 I taught them to communicate more clearly and cohesively, and to organize their information effectively in short documents.
F20	ENG 104	ENG 104 - Introduction to User Experience Design	13	Switched to small groups for discussions.
F20	WR 121	Introduction to Expository Writing	25	small and large group presentation and discussion
F20	WR 122 (K)	English Composition	11	I worked on sources and evidence by creating many lectures about how to locate reliable information. Also, I created lectures about how to evaluate information. I also had many individual conferences during the term and this one on one instruction with hugely beneficial in helping students organize their thoughts.
F20	WR 227	Technical/Professional Writing	16	We did not use sources and evidence, but we spend a lot of time on organization and presentation through assignments in document design and formatting. Several of the guest lecturers talk about organization when they make slides, write papers and create posters.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			380	
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